



## CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



### Creative Self-Development of the Personality of the Future Teacher

Aripov Zoirjon Toirjonovich

Teacher at Fergana State University

#### Abstract:

The ideas of the theory of creative self-development of personality are presented. Based on analysis pedagogical experience, the principles and methods of creative self-development of the individual are distinguished, their advantages and disadvantages, scope and effectiveness are evaluated.

#### ARTICLE INFO

##### *Article history:*

Received 09-Dec-22

Received in revised form 15-Dec-22

Accepted 07-Jan-23

Available online 27-Feb-2023

**Key word:** professional training of a teacher, creative self-development, educational and creative activity, heuristic methods.

Modern pedagogy considers the personality of the student as a subject of the educational process, the purpose of which is the education of a harmoniously developed personality, which is achieved as a result of the activation of the process of its development. self-development. In the conditions of the information society, the orientation of the individual to self-development, teaching methods of self-education are especially urgent tasks of education. This is due to several reasons.

Firstly, the world is rapidly changing, and knowledge becomes obsolete. Behind In the past two decades, radical changes have taken place in almost any public and industrial sphere, including education. It is logical to assume that many of the competencies that a specialist needs today will cease to be of value after a few years, while the ability for self-development and continuous learning will not cease to be significant.

Secondly, the education system, on the one hand, is conservative (about which testifies, for example, to the preservation of the class-lesson system projected onto the educational process at the university, as well as a certain set of subjects, proposed for study), on the other hand, is mobile, that is, ready to respond to the demands of the time and meet the needs of modern society.

And finally, in order for individuals to develop their own creative abilities, which in modern

conditions are its distinctive characteristic, he must understand the essence of the phenomenon of self-development. According to B.S. Alyakrinsky, "youth should know that ability, talent do not fall from the sky, that only hard, daily, persevering work ensures true progress, significant real success, but she must know not only this, she must be familiar with the principles of educating abilities, talents" Foreign (A. Maslow, K. Rogers, etc.) and domestic researchers (V.I. Andreev, V.A. Karakovsky, V.A. Kan-Kalik, N.D. Nikandrov, A.I. Tubelsky and others), who laid the conceptual foundations for teaching creative self-development, define creative self-development as a process of continuous self-improvement of the creative qualities of the individual, as a psychological and pedagogical mechanism, including the processes of "self" - self-knowledge, self-determination, self-government, self-improvement, self-realization. Research by V.I. Andreeva confirm that the "I-concept" of creative self-development is mobile and undergoes influence of various factors, including pedagogical ones. Due to this precisely at the stage of preparation for professional and pedagogical activity in the university, which is a sensitive period of self-development of the individual, it is necessary to promote the formation of the "I-concept" of professional and creative self-development of future teachers, creating pedagogical conditions for the activation and intensification of the processes of transition of personality development into creative self-development.

The strategy of creative self-development of the future teacher should be determined not only the need for professional self-improvement, but also the awareness of one's strong and weak professional and personal qualities, a comparative adequate analysis of which, correlated with the objective assessment of colleagues and students, will identify priority areas for the strategy of creative self-development. The core of the professional and creative "I-concept" of the future teacher should be his professionally significant beliefs - answers to the questions:

why, what, how to teach. In addition, the teacher, as a participant in innovative processes and research projects, must meet the following requirements: to be flexible, mobile, open to experiments, that is, professionally creative. No less important in determining the strategy of creative self-development the future teacher should take into account the characteristics of the culture, which represents for him and his students a special value and personal significance. Should have in mind and the need on the part of the teacher to constantly, throughout the entire professional activity, creatively develop themselves in various areas of their activity: educational, methodological, research.

The analysis carried out allows us to conclude that the category of creative self-development of the individual as a whole, and teachers in particular, is a complex multi-level education, the components of which are self-knowledge and self-realization. The path to the teacher's creativity begins at the stage of his professional development at the university. Therefore, when teaching and educating students - future teachers - it is necessary to actively, purposefully and systematically use the principles and methods of creative self-development of the individual in order to actualization and mobilization of their creative forces and abilities, deepening professional knowledge and development of professional and creative skills.

This article reveals the essence of the creative self-development of the individual and focuses on the principles and methods of this process. Under the principles we understand the basic provisions of the theory, and under the method - a way of activity, a set of methods of work. These categories are meaningful an example of the professional training of a future teacher, since by nature the teacher should stimulate the creativity of students in his activity, which means being ready for creative perception and transformation of the surrounding reality. In addition, the actual pedagogical activity, for which future teachers are preparing themselves is filled with reflection, which allows we can

visually consider the issues to which this work is devoted.

Based on the study of the theory of creative self-development, understanding the pedagogical experience described in the literature, and our own observations, we highlight the following principles of creative self-development of the individual: self-knowledge, individualization of creative activity and self-government.

From our point of view, *the principle of self-knowledge* is that students are focused on introspection of the features of their own thinking, memory, attention, favorable and unfavorable conditions for resolving problem situations, due to which the ability to reflect is developed, which allows students to generalize activities that contribute to and, on the contrary, hindering the achievement of the goal.

Knowing themselves, students learn to distribute their forces necessary for solving creative problems. In conditions of increasing volume of information, growing shortage of time, high rhythm of work, set from the outside, a state of tension arises. According to the studies of the physiologist G.I. Kositsky "the degree of tension is proportional to the significance of the goal, that is, the importance of the task (the magnitude of the need) and the magnitude of the deficit of funds necessary to achieve it. A small shortage of resources causes a state of "adequate mobilization", a kind of creative upsurge, and an increase in efficiency.

If the shortage of resources turns out to be significant, and the goal is very significant, then there is a "sthenic negative emotion with more pronounced physiological changes, as well as changes in the psyche" 4. In such a situation, relaxation, removal of intellectual and emotional stress, distraction of attention from a stereotyped approach to solving a creative problem is necessary. In conditions of relaxation, intuitive processes of creative activity are activated, original associations arise. Students must understand that creative activity becomes more effective when alternating mobilization and relaxation of the creative forces and abilities of the individual.

The next, in our opinion, should be considered *the principle of individualization of creative activity*. First, this activity must be personally significant. In practice, this means that the objective final the purpose of the activity should be correlated with personally significant motives: students want to understand something, get a higher grade, become the first etc. Secondly, in order to self-develop the creative abilities of the individual, it is necessary to adhere to the individual style of activity, that is, to adapt the general methods of solving problems, taking into account personal abilities and the situation, work at a suitable rhythm and pace, relying on your strengths.

Among the characteristics of *the principle of self-government* by the process of self-development it is necessary to single out goal-setting, planning, self-organization, self-control.

Students should be periodically reminded to set goals – both global (life) and specific - the purpose of the implementation of this activity; at the same time it is important to develop the ability to prioritize goals and setting realistic deadlines for achieving them. In planning activities, it is important to take into account time, analyze time costs and the degree of their rationality.

To increase self-organization, it is necessary to learn to start activities without delay, to fulfill the assigned quality, to use self-order and to be aware of the results of the activities performed daily.

The above principles of creative self-development of the individual are applied in the aggregate and represent an open system that can be developed by the individual himself. Knowledge of these

principles does not guarantee successful self-improvement of a person, which can be ensured only by mastering and systematically applying the described rules of creative self-development. more success, significant achievements in the field of creative self-development can be achieved by a person with a pronounced creative orientation and rich creative potential. This statement is also true for the teacher.

The creative orientation of the teacher is defined as his orientation towards creativity in professional activities, towards the development of himself as a creative individual and the formation of the creative "I" of his students. N.V. Martyshina notes that the teacher's creative potential is "the basis for the teacher's realization of himself as a subject of creative pedagogical activity dynamic personal structure, expressed by the integration of value, cognitive and activity components". In addition, N.V. Martishina identified and substantiated the levels of formation of the creative potential of the teacher 6. The study of these levels allows us to conclude that the higher the creative potential of the teacher's personality, the more effectively and systematically they apply the principles of creative self-development in their holistic unity.

To solve pedagogical problems of creative self-development of students it is necessary to purposefully and systematically use a set of methods divided into logical ones, in which the logical rules of analysis, synthesis, comparison, classification, induction, deduction, etc. prevail, and heuristic ones, the purpose of which is the development of intuitive principles of creative activity students. As an illustration, we present some of the heuristic methods educational and creative activities focused on practical application in the practice of teaching, and indicate their advantages, disadvantages and scope.

*The method of "brainstorming"* ("brainstorming") involves the use of free associations and the creation of a psychoheuristic climate in the group with the aim improving the efficiency of solving creative problems. The creative activity of the student's personality is usually constrained by psychological, social or pedagogical barriers: a rigid style of pedagogical management, fear of making mistakes and criticism from comrades, authority successful students or teachers, etc. In the conditions of "brainstorming", dialogue removes these barriers and allows the creative energy of the participants to be released.

Existing modifications of "brainstorming" - direct and mass "brainstorming", "brainstorming" with a destructive related assessment - have common goal is to overcome stereotyped thinking, to promote a large the number of ideas, and also establish the main rule of the method - the prohibition of criticism of the proposals of the participants. The teacher must skillfully guide the course of the discussion, asking stimulating questions, maintaining a relaxed atmosphere.

With direct brainstorming, the optimal number of session participants is from 4 to 15 people, with a mass - from 20 to 60 (in this case, those present are divided into small groups in which ideas are generated and evaluated).

The essence of "brainstorming" with a destructive related assessment is the collective presentation of ideas with the subsequent formulation counterday . The peculiarity of this type of method is that after formation of small groups and a group for analyzing a problem situation, generating ideas according to the general rules of "brainstorming" systematization takes place and classifying ideas and then deconstructing them , i.e. considering possible obstacles to their implementation. To the final list practically used ideas, only those that were not rejected at the stage of criticism and promotion of counter-reviews are introduced .

Thus, the method of "brainstorming" is based on pedagogical cooperation (co-creation), trust in the

creative abilities of students, optimally combines intuition and logic. Practical experience shows that what more actively the teacher stimulates the promotion of original ideas, being way, their co-author, encourages intuition and initiative, the more benevolent the pedagogical microclimate in the group, the more effective ways of solving creative tasks proposed by students. Although the above method is not allows you to develop an idea in detail, requires a high pedagogical skill from the teacher, it cannot be applied in the case of tasks for which it is necessary to carry out preliminary calculations, however, it can take a worthy place in a number of techniques that contribute to the creative self-development of both students and teachers.

The use of *the method of heuristic (key, leading) questions* is advisable if in the process of solving a creative problem it is necessary collect additional information or classify the existing one. The method allows you to break the task into subtasks and generates new strategies and tactics for its implementation. The stages of problem solving come down to understanding the problem, drawing up and implementing a plan, control and self-control. On each From the stages, students are asked questions: What is unknown? How to find the connection between data and unknown? Is it possible to check the result/progress of the solution? etc.

Heuristic questions develop the general logic of solving creative problems, but do not guarantee absolute success. Do not allow excessive splitting questions in the process of using the heuristic method.

Among researchers, the method of *"morphological box"* is also known , or *"morphological analysis"* , most fully developed by the Swiss scientist F. Zwicky and based on a system analysis of new connections and relationships that appear in the process of matrix analysis of the issue under study (classification), construction of a matrix for the analysis of all possible combinations features, critical evaluation of these combinations and selection of the most rational. Since there may be hundreds of solutions in the matrix, the choice the optimal one can be difficult, which requires a certain skill in applying this method on the part of the teacher.

Another method of educational and creative activity and self-development of the individual is *the inversion method (method of inversion)* . It is search oriented. decisions in a direction that may be completely opposite to the generally accepted one . To implement it, students must begin solving the problem with its reformulation to the reverse, for any idea, look for a counteridea , use opposite means, such as analysis and synthesis, logical and intuitive, concrete and abstract, etc.

An important heuristic method for solving creative problems has always been *method of analogies (personal empathy)* , that is, identification of a person with another person, object, process, system. Under the conditions of applying this method, the student "merges" with the object of study, which requires the development of fantasy and imagination. The most "daring" ideas and images allow you to shoot barriers of "common sense" and find original ideas. However, the method of empathy takes a lot of time and is often not taken seriously by students.

An interesting method for solving problems of educational and creative activity is *the method of synectics* (unification of dissimilar elements), developed American J. Gordon and developed in the works of G.Ya. Bush.

The authors of the method propose to teach a number of "operational mechanisms of creativity" - direct, personal and symbolic analogy, while they do not guarantee development of intuition,

inspiration, abstraction and other "non-operational mechanisms", although they recognize that training can have a positive impact on their activation. Under the conditions of using the synectics method, it is not recommended to prematurely clearly formulate the creative task; its discussion it is advisable to start with an analysis of some common features, actively using analogies. Critical evaluation of ideas for solving a creative problem is carried out in two stages: first, a brief analysis of each proposal, then their grouping, evaluation and selection of the most original.

Thus, the method of synectics is based on the methods of "brain assault", analogy, inversion and a number of others, therefore it combines all their advantages, however, it does not allow solving special creative tasks, and the productivity of generating new ideas decreases after 30–40 minutes of its application.

There are other methods for solving educational and creative problems, in addition to described above. Most of them have been developed and are actively used in scientific and technical creativity, which, however, does not deny the possibility of their use in any other form of creative activity, including pedagogical. Understanding their theoretical merits, analyzing the results of their applications described in the pedagogical literature, as well as personal practical experience of pedagogical activity, allow us to declare the effectiveness of heuristic methods in solving pedagogical problems of creative self-development of the personality of a future teacher.

Personal development is transformed into self-development as a result of positive changes in its "self". The activation of this transition should be facilitated by the correct organization of the educational process, which will stimulate the purposeful development of the personality of the methodology and technology of creative self-development, that is, the creative self-development of the future teachers can and should be taught at the stage of preparation for professional and pedagogical activity at a university

## Bibliography

1. Alimdjanovna, X. M. (2022). CLIMATE CONTROL AND LIGHT CONTROL IN A SMART HOME. *European Journal of Interdisciplinary Research and Development*, 8, 149-155.
2. Jo'rayev, V. T. (2019). The advantage of distance learning courses in the process of education. *Scientific Bulletin of Namangan State University*, 1(9), 220-224.
3. Jo'rayev Vohid Tojimamatovich, A. M. (2022). Working With Geospatial and Descriptive Data in A Geoinformation System. *Periodica Journal of Modern Philosophy, Social Sciences and Humanities*, 11, 113-116.
4. Mashrabjonovich, O. J., & Evelina, U. (2022). Features of the Development of Communication Skills in Children of Senior Preschool Age in Play Activities. *International Journal of Formal Education*, 1(10), 192-197.
5. Mashrabjonovich, O. J., & Nargiza, K. (2022). Development of Creative Abilities in Pupils of Preparatory Groups. *Journal of Intellectual Property and Human Rights*, 1(10), 106-109.
6. Mashrabjonovich, O. J., & Nargiza, K. (2022). Development of Creative Abilities in Pupils of Preparatory Groups. *Journal of Intellectual Property and Human Rights*, 1(10), 106-109.
7. Mashrabjonovich, O. J., & Nigora, K. (2022). Features of the Development of Logical Thinking in Children of the Older Preschool Age. *International Journal of Formal Education*, 1(10), 198-203.

8. Matmusayeva, M. (2022). MEDIA SPACE AND ITS INFLUENCE ON THE DEVELOPMENT OF PRESCHOOLERS. *Modern Journal of Social Sciences and Humanities*, 4, 358-361.
9. Matmusayeva, M. (2022). THE IMPORTANCE OF INNOVATION AND INFORMATION TECHNOLOGY IN IMPROVING EDUCATIONAL EFFICIENCY. *Research Focus*, 1(4), 291-295.
10. Matmusayeva, M. (2022). THE IMPORTANCE OF POETIC TEXTS IN THE UPBRINGING OF YOUNG CHILDREN. *Web of Scientist: International Scientific Research Journal*, 3(11), 1101-1107.
11. Maxamadaliyeva, Y. D. (2022). USE OF PRESIDENTIAL NAMES IN UZBEK CHILDREN'S TEXTS. *Gospodarka i Innowacje*, 22, 68-70.
12. Maxamadaliyeva, Y. D., & Matmusaeva, M. (2021). On Lingvofolcloristic Units. *International Journal of Culture and Modernity*, 11, 169-171.
13. Mukhtoralievna, Z. S. (2021). The Use Of Vocabulary Words In The Dictionary Given In The Textbook Of The 1st Class Native Language And Reading Literacy. *International Journal Of Culture And Modernity*, 10, 39-42.
14. Mukhtoralievna, Z. S. (2022). Develop Students' Speech by Working on Synonyms and Antonyms in Grades 3-4 in their Native Language Classes. *European Multidisciplinary Journal of Modern Science*, 6, 125-130.
15. Muxtoraliyeva, Z. S. (2022). ENANTIOSEMANTIK KONGRUENTLIK. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 2(11), 105-109.
16. Sobirjonovich, S. I. (2022). Cooperation Technologies: As an Available and Effective Method in Preschool Education. *CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY*, 3(12), 184-189.
17. Sobirjonovich, S. I. (2022). PARTNERSHIPS OF A PRESCHOOL EDUCATIONAL INSTITUTION AND SOCIETY AS A FACTOR OF IMPROVING THE QUALITY OF EDUCATION. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 2(12), 317-319.
18. Toirjonovich, A. Z. (2022). BO'LAJAK O'QITUVCHILARNING KASBIY KOMPETENTLIGINI RIVOJLANTIRISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(Special Issue 2), 92-96.
19. Toirjonovich, A. Z. (2022). XALQ O'YINLARINING ETNOPEDAGOGIK TASNIFI. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(Special Issue 2), 77-81.
20. Tojimamatovich, J. V., & Alimdjanovna, X. M. (2022). Basic Concepts of the Smart Home System. *International Journal of Culture and Modernity*, 17, 7-13.
21. Uljaevna, U. F. (2022). Development of creative activity of preschool children in art game as a psychological and pedagogical problem. *barqarorlik va yetakchi tadqiqotlar onlayn ilmiy jurnali*, 47-51.

22. Uljaevna, U. F. (2022). Necessary conditions for the development of creative thinking in future teachers. *Modern Journal of Social Sciences and Humanities*, 4, 444-448.
23. Uljayevna, U. F. (2022). Creolized texts, their features and possibilities. *barqarorlik va yetakchi tadqiqotlar onlayn ilmiy jurnali*, 668-673.
24. Zokirov, M. T., Zokirova, S. M., & Dadabayeva, S. S. (2021). About The Influence Of The Uzbek Language In Rishtan Tajik Dialects Of Ferghana Region. *Turkish Online Journal of Qualitative Inquiry*, 12(4).
25. Абобакирова, О. (2015). Современные проблемы и инновационные подходы подготовки детей к школе. *Молодой ученый*, (3), 891-893.
26. Абобакирова, О. Н. (2022). ЛАТИФ МАҲМУДОВ ҲИКОЯЛАРИНИНГ СЮЖЕТ ҚҰРИЛИШИДАГИ ЎЗИГА ХОСЛИКЛАР. *SO'NGI ILMIY TADQIQOTLAR NAZARIYASI*, 1(2), 197-202.
27. Абобакирова, О. ЎЗБЕК БОЛАЛАР ҲИКОЯЧИЛИГИНИНГ УСЛУБИЙ ХУСУСИЯТЛАРИ МЕТОДИЧЕСКИЕ ОСОБЕННОСТИ УЗБЕКСКОГО ДЕТСКОГО ПОВЕСТВОВАНИЯ *STYLISTIC PECULIARITIES OF THE UZBEK LITERARY WORKS FOR CHILDREN*.
28. Арипов, З., & Сайдумарова, М. (2021). Zamonaviy o'qitish metodlari orqali iqtidorli o'quvchilarni tarbiylash va rivojlantirish. *Общество и инновации*, 2(12/S), 86-92.
29. Солиев, И. С., & Муродиллаевич, Қ. Н. (2020). Бўлажак бошланғич синф ўқитувчиларининг ахборот компетентлигини ривожлантириш. *Образование*, 9, 10-11.
30. Солиев, И. С., & Муродиллаевич, Қ. Н. (2020). Бўлажак бошланғич синф ўқитувчиларининг ахборот компетентлигини ривожлантириш. *Образование*, 9, 10-11.